

Appendix B

Governor's Task Force on Educational Excellence

Recommendations of the Subcommittees

The Chair of the Governor's Task Force on Educational Excellence appointed subcommittees to research and make recommendations to the full Task Force on four key areas relating to the Governor's charge: academic achievement, teacher recruitment and retention, early childhood education, special education.

While the full Task Force decided to emphasize the 40 recommendations described in Sections 1 and 2 of the Final Report, Task Force members felt that the Governor, the Legislature, and the public should be provided with a full list of all of the recommendations developed by the individual subcommittees. Some of the recommendations of the subcommittees did not achieve consensus support from the full Task Force. Others, while important, were viewed as less critical than the 40 main recommendations of the Task Force.

Attached are the complete recommendations of four subcommittees of the Governor's Task Force on Educational Excellence.

Governor's Task Force on Educational Excellence

Academic Achievement Subcommittee

Members

David Hase, Chair
Lois Glover
Andrew Gokee
Pam Johnson
Jeffrey Smith
Rita Tenorio

Recommendations

1. Both the state and local school districts should encourage all schools to promote the importance of a strong and vibrant school climate that provides staff development opportunities regarding tolerance and respect for all children.
2. Similar to its current model academic standards, the state should implement standards for students that stress the importance of a positive school climate that encourages tolerance and respect
3. Create a 10-school pilot program that is focused on districts and/or schools throughout the state that have a significant concentration of students living in poverty to develop an extended year program that is coordinated with other parent and community programs. Specifically, such a program would provide state and/or other funding for districts and/or schools that extend their school year beyond the current, normal 180-day academic year.
4. Increase current revenue limit authority factor for summer school enrollment from 40% count of full-time equivalent (FTE) enrollment to 50%.
5. Create a pilot school for homeless students and students living in poverty that provides a residential/academy environment.
6. Create a pilot program that provides incentives for high poverty districts and/or schools in both rural and urban areas to implement before and after school programs that meet the following criteria: (1) the programs are coordinated with parent and community programs; (2) the programs coordinate other services (e.g. transportation, child care, translation services) to promote greater parental involvement; (3) the programs encourage the creation of parent resource libraries/community campaigns that underscore the importance of helping children learn at home; (4) the programs increase parent volunteer opportunities in school; (5) the programs are coordinated with community health programs; and (6) the programs are coordinated with other related programs such as those required by SAGE.

7. Increase the current \$2,000 payment per each eligible student to \$2,500, beginning in the 2005-06 school year. Index future SAGE payments per pupil annually thereafter to reflect increased school districts costs related to implementing SAGE program.
8. Provide additional funding on the same per student basis to existing SAGE schools that have at least 70% of low-income students that seek to increase the program (and its current requirements related to class size, extended hours, high expectations curriculum and professional development and staff evaluation practices) by one additional grade level each year up until the 8th grade.
9. Permit additional districts/schools to enter into new SAGE contracts with the Department of Public Instruction to begin participation in the program and provide additional state funding on a similar per student basis.
10. Seek additional accountability at the local level from currently participating SAGE schools.
11. Increasing the state bilingual-bicultural categorical aid program to 50% reimbursement of eligible school district costs during the 2005-07 biennium.
12. Providing funding on a per student basis for school districts that do not qualify for bilingual-bicultural categorical aid because they do not enroll a statutorily-set minimum of ELL students under current law. Require that districts receiving these funds use them for bilingual-bicultural education.
13. Increase current \$0.10 reimbursement for each breakfast served to school districts and private schools offering school breakfast programs to \$0.15.
14. Create a pilot program for school districts to initiate school breakfast programs.
15. Recognize the strong correlation between academic achievement and student health and the role school nurses and other health-related staff play in providing quality services to all students.

The full report of the Academic Achievement Subcommittee can be found online at:
http://edexcellence.wisconsin.gov/reports/subcommrpt_academicachievement.pdf

Governor's Task Force on Educational Excellence

Teacher Issues Subcommittee

Members

Timothy Cullen, Chair
Barbara Arnold
Debra Brown
John Drew
Bruce Meredith
Dean Ryerson
Jay Smith

Recommendations

1. The QEO law has not had a positive effect on the educational environment and should be replaced with a system that both teachers and administrators agree will encourage teachers to further develop their teaching skills.
2. Increasing teachers' knowledge and skills related to their teaching responsibilities will improve pupil learning. Linking teacher salary increases to teachers' acquisition of these knowledge and skills better promotes this goal than a system based exclusively on length of service and credits earned.
3. Incentives, including state funding for pilot programs, should also be available to teachers who agree through collective bargaining to implement a compensation plan that is linked to the acquisition of knowledge and skills and improving pupil learning.
4. The increasing school health care costs must be addressed so that the growing costs of fringe benefits do not make the needed improvements in teacher salaries impossible to achieve, or too burdensome for districts and their taxpayers. Reaching agreement on a mechanism that would lead to repeal of the QEO would be a good first step to require teachers and school districts to search for more innovative solutions to a problem that is vexing not only for schools, but for most levels of government and businesses as well. Decisions about changes to health care benefits should respect the fact that health care benefits have been established through the collective bargaining process, often at the expense of higher salaries.

Provided that health care quality remains at a high level, we should identify initiatives to reduce health care costs and allocate savings into salaries (or other mutually agreed upon improvements to the educational environment). Savings achieved through health care reforms should not be viewed as resources to fill budget gaps, but as resources designated for improvements to teacher salaries (or mutually agreed upon alternatives). While health care reforms could provide one source of funds for increasing teacher compensation, they should not be viewed as the only such source.

5. DPI's revision to teacher licensure requirements (PI-34) is an important first step to promote professional development and improve pupil learning. However, PI-34 should not be viewed

as the final step or the only solution. Work needs to continue, in Wisconsin and nationally, to develop a system that allows teachers, administrators, and policymakers to measure gains in pupil learning and accurately assess the value added by the educational system.

6. To provide additional resources to support instructional activities, school districts, especially those with low enrollments, should explore consolidating services, including administrative and instructional services, and consider joint collective bargaining. This consolidation can be achieved through bi- and multi-lateral agreements or through greater use of CESAs, which were created to provide a vehicle for sharing services among member districts.
7. Establish a statewide teacher cadet program, modeled after the South Carolina program.
8. Encourage the expansion of future teachers clubs, and distributive education (work-study) and youth apprenticeship programs that expose students to the teaching profession.
9. Create a state-funded forgivable loan program with a required institutional match for undergraduates or graduate students who agree to teach in high need schools.
10. Encourage public and private colleges along with private business to collaborate on expanding alternative licensure programs for adults interested in pursuing a teaching career.
11. Create a separate category under the Minority Precollege Scholarship program for students who participate in eligible precollege programs related to careers in teaching.
12. Create a new minority teacher forgivable loan program for undergraduate teacher education students attending UW-Milwaukee (UWM).
13. Support efforts to increase the number of minority group high school and college graduates.
14. Provide a \$1,500 income tax credit to teachers who teach in high poverty or low enrollment school districts.
15. Implement DPI's proposal, included in its Quality Educator and Retention Initiative (QERI), to provide a categorical aid program to support initial educators.
16. Implement DPI's QERI proposal to provide a state-funded grant to master educators in districts with greater than 50% low-income enrollment to serve as resources to students, staff and the community through seminars, special classes and other special projects.
17. Implement DPI's QERI proposal to expand the current state program which awards \$2,500 annual grants awarded to teachers who receive NBPTS certification to include teachers who receive the master educator's license.
18. Create a specialty within the master teacher license category for teaching in high poverty urban and low enrollment rural districts.

The full report of the Teacher Issues Subcommittee can be found online at:
http://edexcellence.wisconsin.gov/reports/subcommrpt_teachers.pdf

Governor's Task Force on Educational Excellence

Early Childhood Education Subcommittee

Members

Regina Siegel, Chair
Kathleen Adee
Judith Crain
Neil Duresky
Kim Lentz Grau
Mark Hanna
Willie Jude

Recommendations

1. Create a grant program to help cover the implementation costs of four-year-old kindergarten.
2. Expand the scope of the Community Service Levy to allow for local investments in early care and education.
3. Restore funding for the Child Care Resource and Referral System.
4. Expand the Head Start supplement and add a percentage of use for children under age 3.
5. Maintain full funding of four-year-old kindergarten.
6. Maintain full-funding of the Wisconsin Shares Child Care Subsidy Program.
7. Create a refundable state child care tax credit to help families whose income currently exceeds current child care subsidy ceilings and create incentives to improve quality.
8. Expand the Collaboration Coaches initiative (housed in the Department of Public Instruction) to provide regional facilitators who can help communities develop collaborative approaches to offering four-year-old kindergarten and professional development.
9. Conduct a study to identify ways to enhance quality by reducing staff turnover.
10. Extend the SAGE program to four-year-old kindergarten so that class sizes can be reduced and the quality of interaction between children and adults is enhanced.
11. Support the efforts of the Department of Workforce Development to create higher levels of funding for providers who offer higher levels of care (tiered reimbursement within Wisconsin Shares).

12. Adopt the definition of school readiness (ready communities, ready schools, ready children) developed by the Wisconsin School Readiness Indicators Project and Wisconsin Council on Children and Families (see appendix).
13. Restore T.E.A.C.H. Early Childhood® and REWARD project funding.
14. Provide an additional .1 FTE for school districts who adopt “community approaches” to early care and education.
15. Create a pilot program to help communities that adopt “community approaches” to four-year-old kindergarten to receive transportation grants
16. Connect with parents at the time of their baby’s birth through information sharing and home visiting.
17. Explore ways to efficiently administer Wisconsin’s new comprehensive early care and education system.
18. Develop a single, comprehensive data collection system for early childhood education programs.

The full report of the Early Childhood Education Subcommittee can be found online at:
http://edexcellence.wisconsin.gov/reports/subcommrpt_teachers.pdf

Governor's Task Force on Educational Excellence

Special Education Subcommittee

Members

Mark Bugher, Chair
William Andrekopoulos
Jerry Deschane
Tom Hall
Thai Lee
Cecilia Millard
Tim Scobie

Recommendations

1. Explore the possibility of utilizing an alternative-funding source for preK-12 education as part of a comprehensive reorganization of public school funding in Wisconsin.
2. Create a new categorical aid appropriation to reimburse school districts for costs associated with high-cost special education students:
 - Specify that funding for this purpose will derive from (a) repealing existing sales tax exemptions as a means of generating additional revenue; and/or (b) supplanting expenditure authority in existing appropriations as a means of generating funding for this purpose.
 - Specify that funding from any new appropriation would be paid out before funding from appropriation 20.255(2)(b) – Aids for special education and school age parents is distributed.
3. Explore the possibility of providing fiscal relief to school districts for costs incurred by enrolling high-cost special education students after local levies are set. Relief would be retroactive and would be made early in the fiscal year following the fiscal year in which the costs were incurred. This would be similar to the current method of distributing certain categorical aids with the caveat that the relief be granted as early as possible.
4. Direct the Department of Public Instruction, the Department of Health and Family Services, the Department of Workforce Development and other state agencies engaged in the provision of services to individuals with special needs to do the following:
5. Conduct an assessment of existing state resources in the areas of education, health and school-to-work as they apply currently to individuals with special needs.
 - Measure the extent to which state agencies are working together to provide services in the most effective manner possible.
 - Specify that agencies should develop a streamlined, nonduplicative process for the provision of services to individuals with special needs. Further specify that the resulting process should reduce duplication of cost and effort.

- Direct state agencies to engage local governments and school districts in any attempt to streamline existing efforts.
 - Encourage the Department of Public Instruction to continue to work with school districts to provide special education services in the most streamlined and cost-effective manner as possible.
6. Support investments in early childhood as a means of reducing the need for other educational and social services later in adolescence. (Examples of such investments would include SAGE, four-year-old kindergarten and child care.) Grant school districts the maximum possible flexibility to administer early education programs.
 7. Reiterate the importance of parental involvement in the early education of children.
 8. Create a working group or Governor's council consisting of parents, teachers, administrators and interest groups to assess problems in the special education field and promote better awareness and understanding of special education. Charge the group with the specific task of:
 9. Reaffirm that there are considerable federal, state and local accountability measures in place to assess the efficacy of the special education system. These measures include significant reporting and testing requirements that go far beyond what is required with general education. This obviates the need for additional accountability measures.
 10. Encourage standardization in reporting information to the Department of Public Instruction as means of gathering information more effectively. Encourage the department to disseminate the resulting information as widely as possible.
 11. Review the statutes for potentially obsolete passages, particularly section 115.88.

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